

Corinda State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

I Corinda State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	620
Aboriginal students and Torres Strait Islander students	1.1%
Students with disability	19.1%
Index of Community Socio-Educational Advantage (ICSEA) value	1105

About the review

 3 reviewers from 9 to 11 September 2025	 128 participants	 51 school staff
 47 students	 22 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Strengthen future Annual Implementation Plans with clear accountabilities, precise targets, timelines and review cycles to ensure clarity of priorities and their impact on student learning.

Prioritise leaders' visibility in classrooms and create purposeful opportunities for working with teachers and students, to establish line of sight, and monitor and support improvement agenda progress.

Domain 8: Implementing effective pedagogical practices

Consolidate the whole-school approach to pedagogy to ensure consistent use of effective evidence-informed teaching strategies across all year levels.

Domain 7: Differentiating teaching and learning

Prioritise staff capability development in implementing differentiated teaching and learning practices to ensure all students are effectively engaged, appropriately challenged and extended in their learning.

Domain 2: Analysing and discussing data

Refine opportunities for collaboratively analysing disaggregated and triangulated data among teachers to monitor progress, identify next steps and support improved learning outcomes for all students.

Key affirmations



Leaders and teachers express appreciation for a united staff with a shared vision to drive school improvement.

Staff highlight a collaborative approach that supports a shared vision for prioritising stakeholder voice, high expectations and meaningful learning for all students. They remark how strategic resource allocations and authentic consultation fosters trust, flexibility and empowerment. Staff celebrate creating an inclusive environment that values diverse backgrounds and interests, promoting cognitive, social and behavioural growth. They affirm this unified approach strengthens the school's positive reputation and drives continuous improvement aligned with system priorities.



Staff, students and parents promote the 'CSTAR' values—'consideration, safe and smart, try our best, appreciation, and respect'—which underpin the Student Code of Conduct.

Staff describe how these values are explicitly taught, known and practiced to foster a focused learning environment. They celebrate a positive school culture with strong connections and care reflected through collegiality, respect and trust. Staff emphasise they prioritise positive relationships, a connection to Country and an orderly learning environment that supports success for all students. Staff, students and the community members celebrate cultural diversity through events, including the Festival of Nations and National Aborigines and Islanders Day Observance Committee Week, with external partnerships enhancing inclusivity. Parents value the school's multicultural identity, which creates a supportive and connected community for everyone.



Staff and community members praise the school's strong reputation, excellence and community engagement supported by local leaders and the Parents and Citizens' Association (P&C).

They articulate the leadership team fosters a welcoming, friendly environment and promote quality education. Stakeholders praise the collaborative efforts between the school and P&C to strengthen connections within the school and broader community, creating a sense of belonging. Staff affirm families are essential partners and encourage their involvement in decision-making, strategic planning, and feedback to enhance student learning, engagement and wellbeing.



Staff celebrate how ongoing professional learning helps refine their practices to enhance student achievement and wellbeing.

Teachers appreciate the collegial support and collaborative culture within teams, which fosters shared learning and strengthens professional relationships. They express appreciation for teacher aides who play a vital role in supporting teaching and improving student outcomes. Staff comment they feel empowered by the leadership team's trust in their expertise, motivating them to deliver quality teaching and engage in practices that enhance student learning outcomes. Teachers express trust in their leaders to provide guidance and support in achieving shared goals.



Teachers highlight the use of feedback as a foundation for explicit teaching to improve learning outcomes.

Teachers describe providing purposeful and impactful feedback aligned with the school's improvement agenda for writing, using strategies tailored to individual, group or class needs. They speak of how students actively ask for feedback, with high-performing students requesting tailored guidance to achieve their goals. Students emphasise the value of feedback and celebrate opportunities for peer engagement through structured speaking frames, which foster collaboration and understanding.



Parents praise the care and dedication of staff to meet their child's individual needs, recognising the targeted support that fosters both learning and wellbeing.

Teachers commend the collaborative efforts of the Head of Special Education Services, inclusion teachers and teacher aides in supporting students' diverse needs through inclusive and targeted strategies. They value the structured referral process and responsive decision-making, which ensures timely and effective resource allocation. The 2024 School Opinion Survey reflects this commitment, with 100% of staff agreeing with the statement 'This school has an inclusive culture where diversity is valued and respected'.